**Mt. Blue High School**

**Student Achievement Data Summary**

***What are our results?***

**Student Achievement**

Mt. Blue High School participates in the state *Maine High School Assessment* (MHSA) a test that is consisting of the SAT Reasoning Test™ (SAT) and a science test, has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. The high school assessment also includes science testing. The combined set of tests comprises the Maine High School Assessment (MHSA). Student results are provided in scaled score analyses and reports by proficiency levels. The definition of the proficiency levels follow:

* *Substantially Below Proficient*

The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100–1128)

* *Partially Proficient*

The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130–1140)

* *Proficient*

The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning

skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142–1160)

* *Proficient with Distinction*

The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162–1180)

In this state, students are considered “proficient” when they score in the *Proficient* and *Proficient with Distinction* levels of each test.

***Proficiency Levels***

The first analysis of Mt. Blue High School’s most recent proficiency results compares the school’s results to the district (Figure 1). The graphs show the percentage of students scoring in Critical Reading/ ELA Reading, Mathematics, Science, and Writing proficiency levels for grade 11 over time. The figure shows that number of students considered *substantially below proficient* in Critical Reading has decreased by 7 as well as the *partially proficient* number, which increased by 8, since the 2007-08 school year. In both the 2007-08 school year and the 2009-10 school year, a larger percentage of Mt. Blue High School students scored *proficient with distinction* than the state of Maine average.

(*Note:* This is called *trend analysis*—looking at the same grade levels over time.)

**Figure 1**

Figure 2 shows that number of students considered *substantially below proficient* in Mathematics has decreased by 9 since the 2007-08 school year. Mt. Blue averages seem to have decreased in the past three years when compared with the state of Maine.

**Figure 2**

Figure 3 shows that number of students considered *substantially below proficient* in Science has decreased by 4 since the 2007-08 school year. Mt. Blue High School appears to have a higher percentage of students that scored *proficient with distinction* compared to the State of Maine average.

**Figure 3**

Figure 4 shows that number of students considered *substantially below proficient* in Writing has decreased by 1 since the 2007-08 school year. This indicates Mt. Blue High School needs to focus more on preparing students in Writing, especially when compared to the state of Maine averages, which are higher.

**Figure 4**

*Critical Reading*

The figure that follows is related to Critical Reading. Figure 5 shows disaggregations for gender for Grade 11 for 3 years. More females have improved in reading than males since the 2007-08 school year.

**Figure 5***Mathematics Scores*

The figure that follows is related to Mathematics. Figure 6 shows disaggregations for gender for Grade 11 for 3 years. Both males and females have shown improvement in Mathematics since the 2007-08 school year, but the males have shown more improvement overall in this subject.

**Figure 6**

*Science Scores*

The figure that follows is related to Science. Figure 7 shows disaggregations for gender for Grade 11 for 3 years. Females appear to be improving their scores in Science since the 2007-08 school year.

**Figure 7**

*Writing Scores*

The figure that follows is related to Writing. Figure 8 shows disaggregations for gender for Grade 11 for 3 years. Female writing scores have improved immensely since the 2007-08 school year and few males are scoring in the *substantially below proficient* range.

**Figure 8**

**Study Questions — Student learning DATA**

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| --- | --- |
| **1. What are Mt. Blue High School’s student learning *strengths* and *challenges?*** | |
| ***Strengths*** | *Challenges* |
| - Being an English teacher, it’s nice to see the number of students *Substantially Below Proficient* has gone down since 2007. I hope this is due in part to the literacy initiative that Mt. Blue High School has had and still has in place.  - More students seem to be *Proficient* in Math, since 2007.  - Females seem to be improving every year in writing, but not necessarily reading.  - Female math scores have improved since 2007.  - Males have improved their math proficiency since 2007, yet their scores are down from 2008. | - Students seem to be struggling with proficiency in science, although there are fewer of them in the *Substantially Below Proficient* category than there were in 2007.  - I’d like to see females improve more in reading the way they have in writing.  - Males seem to have lost momentum in their proficiency of science, yet their scores seem to be consistently better than the females each year.  - I’d like to see females more proficient in science. |
| **2. What are some *implications* for the Mt. Blue High School improvement plan?** | |
| - Literacy initiative needs to continue, definitely.  - Females could use more support in science, maybe from the Extended Day Program (EDP) or another source.  - NWEA needs to be administered successfully and data collected and tracked.  - Teach teaching currently going on in the freshmen math classes needs to continue and spread around to all encompass all freshmen math courses. | |
| **3. Looking at the student learning data presented, what other student learning data  would you want to answer the question *What are our results?*** | |
| - I’d like to have consistent NWEA data over these same years, but of course in order for that to happen we’d need the NWEA to be administered consistently (especially in English classes). Hopefully when this is web-based this will available. | |